



NETWORK  
for ACADEMIC  
RENEWAL

## Creating a 21<sup>st</sup>-Century General Education: Responding to Seismic Shifts

February 14, 2019 to February 16, 2019 The  
Westin St. Francis | San Francisco, CA  
[www.aacu.org/gened](http://www.aacu.org/gened)

### PRELIMINARY PROGRAM OF EVENTS

#### THURSDAY, FEBRUARY 14, 2019

9:00 A.M. – 7:00 P.M. CONFERENCE REGISTRATION AND MEMBERSHIP INFORMATION

2:00 – 5:00 P.M. PRE-CONFERENCE WORKSHOPS  
Separate Registration and Fee (\$125 members; \$195 non-members); register early—seating is limited

#### **Workshop 1: Teaching Naked Techniques: A Practical Workshop on Designing Better Classes**

In recent years, there has been an acceleration in the number of research findings regarding human learning and cognition, but these findings often are not easily translated into classroom practice. Evoking the plethora of research-based best practices detailed in *Teaching Naked Techniques: A Practical Guide to Designing Better Classes* (Jossey-Bass, 2017), this hands-on workshop will provide new insights into how we learn as well as practical advice regarding how this information can be applied in the college classroom. New twists on well-established course design models will be provided. From this foundation, participants will explore a range of instructional strategies that will result in greater student achievement of articulated learning outcomes. Many of the strategies explored in this workshop ultimately support best practice in flipped classrooms; however, cognitive wrappers, homework logs, just in time teaching, feedback strategies, sequence and failure, inventive recall approaches, emerging learning technologies, and true integrative learning are among the topics that will be additionally explored. Participants are encouraged to bring syllabi and other course related materials with which to work during this workshop.

**C. Edward Watson**, Associate Vice President, Quality, Advocacy, and LEAP Initiatives—Association of American Colleges and Universities

#### **Workshop 2: Finding the Open Window: Constructing a Praxis of Inclusive Excellence in General Education**

Sometimes change is welcome; more often, it is met with anxiety, if not outright resistance. So how do we find an open window—or a window we can open—to create and sustain a praxis of inclusive excellence? General Education is one programmatic window through which our students can view the world beyond their majors, and we can gaze inward to critically examine our home's institutional structures and culture. How do the various offices, divisions, departments, and organizational structures facilitate or constrain institutional change towards a realization of our values and goals? How do we enact processes of shared governance through which we engage the institution's stakeholders in

potentially transformative work? With these questions in mind, the presenters will facilitate a three-stage guided set of activities and dialogue: *Visioning or Theorizing*; *Building Practices*; and *Assessing Practices*.

**Sheree Meyer**, Dean, College of Arts & Letters; **James German**, Dean, Undergraduate Studies; **Antonia Peigahi**, Chair, Faculty Senate; and **Diana Tate Vermeire**, Executive Director, Office of Inclusive Excellence—all of California State University, Sacramento

### **Workshop 3: Communicating with Students about the Value of General Education: Issues and Implementation**

This highly interactive workshop will explore conceptual and practical aspects of communicating with students about the value of general education. Participants will discuss the implications of data gathered at the presenters' institutions on faculty and student perceptions about the value of general education, including how student perceptions vary across schools within the institution. Building on these discussions, participants will explore the various avenues of communication and identify those that represent the greatest opportunity to engage students about the value of general education. Participants will then discuss a comprehensive approach for communicating to students the value of general education and share concrete examples of implementation strategies from their own institutions. Participants will finish out the workshop by integrating the insights they have gained into an action plan for enhancing communication about the value of general education at their own institutions.

**Christopher Murphy**, Associate Provost for Curriculum and Liberal Learning—The College of New Jersey; **Margaret Mulrooney**, Associate Vice Provost, University Programs—James Madison University

### **Workshop 4: Tips and Tricks for Using the VALUE Rubrics: When and How to “Hack” Them to Improve Teaching, Learning, and Assessment**

Rubrics are heralded as the answer to any number of assessment and accountability questions facing faculty and administrators today. This interactive workshop will empower participants to fully utilize rubrics on their campuses. Participants will gain exposure to rubric best practices and resources using the AAC&U VALUE rubrics; develop rubrics and/or rubric-related “tools” (such as a draft of a rubric customized for grading, course-based, and program assessment; a plan for engaging faculty in rubric calibration; or the development of a rubric “from scratch”); and return to their campuses primed to implement rubric strategies appropriate to their institutional context.

**Kate McConnell**, Assistant Vice President for Research and Assessment—AAC&U

### **Workshop 5: Unpacking the Power of Assignment Design**

This workshop will focus on faculty development models used for assignment design including the TILT and Charrette models. The NILOA Tool Kit will be examined and new research being undertaken on Cognitive Leaps and the Challenge of Balance will be presented. In conjunction with workshop participants, the presenters will facilitate a discussion that involves the construction and deconstruction of these models, setting the groundwork for an effective critique of each model and framework presented. This process will reveal the power of course-based assignments for enhancing student engagement and learning, advancing classroom inclusivity, transparency, and equity, and breaking down learning barriers, specifically for historically underserved and underrepresented populations. Participants will be asked to work with their peers to adapt, customize, and contextualize these models with the goal to create a model of their own that they can use to facilitate faculty development activities centered around assignment design.

**Bonnie Orcutt**, Professor of Economics—Worcester State University; **Mark Nicholas**, Executive Director of Institutional Assessment—Framingham State University

### **Workshop 6: Maintaining Intellectual Honesty in Assessment Design and Data Interpretation**

Public exchange over the value of assessment in higher education during 2018 sparked a long overdue assessment of assessors. Unfortunately, leaders in assessment responded defensively to negative press in the New York Times, The Chronicle of Higher Education, and other media outlets. This workshop will guide faculty and administrative leaders through reflection and evaluation of the current state of the assessment enterprise including its evolution within the scholarship of teaching and learning and its arguable devolution to sham empiricism. Working through examples of familiar models of assessment, participants will revisit tenets of research design and methods, standard wisdom of probability and statistics, and basics of data interpretation in light of socially constructed standards and expectations lauded by accreditors, governing boards, marketing teams, and assessment professionals. The facilitator will outline untapped human and technological resources that can redirect assessment to its origins in the scholarship of teaching and learning. Participants will discuss strategies for responding to demands for data-informed decisions about the value of liberal learning with statistical models that are useful, reasonable, and intellectually honest.

*Josie Welsh*, Director of Institutional Effectiveness—Missouri Southern State University

**7:00 – 8:15 P.M.**

**KEYNOTE ADDRESS**

#### **Developing Lifelong Energy: The Lost Mission of General Education**

*Leslie Wong*, President—San Francisco State University

The historical mission of General Education has been losing ground to vocational, job preparation messages. Helping students initiate a challenging intellectual journey, developing personal and social values, and comprehending a learned life ahead are not mutually exclusive from career, job-minded goals. Just as majors and minors change often, jobs and careers do too. But a value driven intellectual journey starts early, sees little change, and often never ends. Career choices and personal lives are inspired by this learning. General Education is crucial to this “start”. Wong will share a president's perspective of life-long learning as inspired by his first year at college, 51 years ago.

**8:15 – 9:00 P.M.**

**WELCOME RECEPTION**

## FRIDAY, FEBRUARY 15, 2019

7:30 A.M. – 5:00 P.M. CONFERENCE REGISTRATION AND MEMBERSHIP INFORMATION

7:45 – 9:00 A.M. BREAKFAST AND POSTER SESSIONS

### THEME I: PROFICIENCY

**Turning GenEd Speak into Accessible and Transferable Institutional Learning Outcomes: IUPUI+**  
*Kristina Sheeler*, Executive Associate Dean, IUPUI Honors College, *Suzann Lupton*, Assistant Dean,  
*Angela White*, Philanthropic Studies Archivist, and *Jane Williams*, Associate Dean for Academic Affairs  
 and Strategic Initiatives—all of Indiana University-Purdue University Indianapolis

#### **The New History: Revising General Education Strategically**

*Christopher Fischer*, Associate Dean, College of Arts and Sciences, *Linda Maule*, Dean, University  
 College, and *Christopher Olsen*, Dean, College of Arts and Sciences—all of Indiana State University

#### **Building a Foundation for the Integrative Liberal Arts at Union College: Curriculum Structure and Its Challenges**

*Jennifer Fredricks*, Dean of Academic Departments and Programs, *Joseph Johnson*, Director of Writing  
 Center, and *Mark Walker*, Director of General Education—all of Union College

#### **Creating Interprofessional Partnerships for Learning**

*Cynthia Geer*, Associate Dean External Relations and Finance—Xavier University

#### **UCTA: Creating Universal Transfer Options Between Two Systems**

*Tracey Isensee*, Education Director—Wisconsin Technical College System, and *Jackie Morgan*, Credit  
 Transfer Technology Manager—University of Wisconsin System

#### **Leveraging General Education Requirements to Build a Stronger and More Diverse Elementary Teacher Workforce**

*Hannah Putman*, Director of Research, and *Robert Rickenbrode*, Senior Managing Director, Teacher  
 Preparation Strategies—both National Council on Teacher Quality

### THEME II: AGENCY AND SELF-DIRECTION

#### **Experience, Reflection, Action: A New ERA in Student Agency, Formation, and Purposeful Self- Direction**

*Julia DeVoy*, Dean of Undergraduate Students, *Matthew Haley*, Experience, Reflection & Action' First  
 Year Program Co-Coordinator, and *Betsy Hering*, Experience, Reflection & Action' First Year Program Co-  
 Coordinator—all of Boston College

#### **Mentoring Matters: Feelings of Belonging and Academic Self-Efficacy in First-Year Students with and without Peer Mentors**

*John Lutz*, Associate Professor, *Michele Dornisch*, Professor, and *Nancy Frye*, Professor—all of Long  
 Island University

## THEME IV: EQUITY

### **But You Can't Do That Online. Equitable Teaching and Learning Strategies for Online Classrooms**

**Tina Bhargava**, Associate Professor—Kent State University

### **Using Curricular Innovation to Increase Achievement in Science**

**Dewayne Morgan**, P-20 Director—University System of Maryland

## THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

### **Dismantling Silos to Promote Student Learning and Success**

**Kimberly Grieve**, Vice President of Student Affairs, and **Lisa Bonneau**, Director of Assessment—both of University of South Dakota

### **Threading the Needle: Case-Control Hardliners and Institutional Ethics to Assess General Education**

**Bo Odom**, Manager for Curricular Implementation and Assessment Coordinator, and **Brian Paljug**, Education and Outreach Specialist—both of the University of Virginia

### **Developing a Manageable, University-Wide Assessment Tool for General Education Capstone Courses**

**Lindsey Brown**, Research Data Analyst, and **Kimberly Green**, Director—both of Washington State University

### **The Graduate at Graduation: Predicting Student Learning Outcomes Based on Senior Exit Survey**

**Michelle Chavez**, Academic Assessment Analyst, **Lindsay Couzens**, Assistant Director of Academic Assessment, and **Laurel Pritchard**, Vice Provost for Undergraduate Education—all of the University of Nevada, Las Vegas

### **Infusing Computational Thinking into General Education Using a VALUE-Style Rubric**

**Kevin Guidry**, Associate Director of Educational Assessment—University of Delaware

### **Leveraging General Education Assessment to Improve Courses and Degree Plans**

**Jeanette Herman**, Assistant Dean for Academic Initiatives—The University of Texas at Austin

### **Lessons Learned: Assessing an Outcomes Based, Layered General Education Program**

**Vickie Hess**, Dean of Faculty—Saint Mary's College

### **Strategies for Successful Group Work in the Online Classroom**

**Stephanie Palenque**, Assistant Professor—Grand Canyon University

### **Using Integrated Core-Competency Assessment to Evaluate the Effectiveness of a Life-Long Learning General Education Course**

**Amy Sprowles**, Associate Professor, **Matthew Johnson**, Professor, **Lisa Castellino**, Associate Vice President of Institutional Effectiveness, and **Rock Braithwaite**, Interim Vice Provost—all of Humboldt State University

### **Increasing Faculty Engagement in General Education Assessment**

**Mary Turner**, Professor of Chemistry and Chair of the Core Curriculum and **Elizabeth Evans**, Database Administrator—both of Maryville College

## 8:15 – 9:00 A.M. NEWCOMERS WELCOME

As the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education, AAC&U works closely with its member institutions to extend the advantages of a liberal education to all students, regardless of academic specialization, intended career, or the type of institution they attend. Participants will learn how AAC&U's broad agenda for student learning—which focuses on quality, equity, inclusive excellence, student success, integrative and global learning—and its signature LEAP initiative together provide content, framework, and practical guidance for the undergraduate educational experience.

*Lynn Pasquerella*, President—AAC&U

## 9:15 – 10:15 A.M. PLENARY SESSION

### Who's Hiring Liberal Arts Graduates?

*George Anders*, Editor at Large—LinkedIn, and author of [You Can Do Anything: The Surprising Power of a "Useless" Liberal Arts Education](#)

There's wide agreement that a broad liberal-arts education is invaluable preparation for rich, lifelong careers in almost any field. But what about the challenges of finding the right first job, immediately after graduation? This talk will highlight some encouraging—and troubling—trends about students' first destinations. It also will set forth a series of concrete steps that can help us all do better.

## 10:30 A.M. – 11:45 A.M. CONCURRENT WORKSHOPS

THEME I: PROFICIENCY

### Critical Information Literacy from General Education to the Major: How Assessment Shapes Competencies and Student Learning

Information literacy is one learning domain that connects general education to more refined skills in majors, minors and other fields of study. James Madison University (JMU) is committed to an outcomes and assessment model of general education. For the information literacy learning domain, staff created a course-embedded, tutorial-test model. Thanks to a partnership between the general education program, campus libraries, and the Center for Assessment and Research Studies (CARS), the presenters can state that every first-year student who arrives at JMU will demonstrate information literacy competencies in their first academic year. Presenters will share how JMU is connecting first-year competencies to majors across this critical learning domain. Participants will brainstorm ideas for models designed to meet local campus needs, develop actionable ideas regarding information literacy instruction and assessment, and identify opportunities to reach from general education into the major.

*Kathy Clarke*, Librarian, *Gretchen Hazard*, Director of First Year Core, and *Brian Leventhal*, First Year Programs Assessment Liaison, Professor of Assessment and Measurement—all of James Madison University

THEME I: PROFICIENCY

### Using ePortfolios to Connect, Curate, and Create Meaningful Learning Experiences

The recognition of ePortfolios as a [high impact practice](#) has created a compelling case for the use of the practice to support the learning goals and outcomes of general education and the major. This interactive session draws upon several of the AAC&U General Education Maps and Markers (GEMs) principles to introduce how ePortfolios can be used to concretely reiterate and demonstrate transfer and

applications of the learning and proficiencies gained in general education within the academic environment and beyond. The presenters will share examples of how ePortfolios support student learning in content-based courses and programs and highlight the ways that ePortfolios can offer evidence of student learning. Participants will identify key steps in the process of creating an ePortfolio mapped to general education outcomes and practice applying the theories behind ePortfolio pedagogy and metacognition to students' experiences in their classrooms.

**Jenae Cohn**, Academic Technology Specialist, **Helen Chen**, Designing Education Lab Researcher, **Sheetal Patel**, Career Content Lead, and **Laura Chan**, Associate Dean of Career Education and Director of Career Communities—all of Stanford University

#### THEME III: INTEGRATIVE LEARNING AND PROBLEM-BASED INQUIRY

##### **Art|Science Integration by Design: Building High-Impact Place-Based Learning into Your Core**

In the heat of the Chihuahuan Desert summer, an interdisciplinary faculty and student research team deploys 3D motion capture, thermal imaging, and laser scanning to collect data on Brazilian free-tailed bats emerging from caves in one of nature's most impressive displays. In Maine, similar tools serve teams documenting change in climate and historic monuments. Back at the University of North Carolina Center for Design Innovation (CDI), high-impact practices scale to fit the constraints of the semester: biology students prototype macroinvertebrate nets to measure campus stream health; urban history students sieve museum archives, comparing archival photographs with drone footage to determine stream-bed change. The presenters will share how CDI cultivates student teams from an HBCU and a public conservatory who identify questions, design research, and locate media to express findings (e.g. 3-D animation, virtual reality, narrative). Workshop participants will sample place-based research design for their discipline, learning ways multimedia design builds capacity for evidence-based reasoning, equitable collaboration, and navigating ambiguity.

**Betsy Towns**, Associate Professor; Design Studio Director—UNC School of the Arts/Center for Design Innovation; **Louise Allen**, Interim Director of Science Initiatives and **Nickolay Hristov**, Associate Professor and Design Studio Director—both of Winston Salem State University; and **Martha Merson**, Project Director—TERC

#### THEME III: INTEGRATIVE LEARNING AND PROBLEM-BASED INQUIRY

##### **Building and Sustaining Research and Scholarship for Students and Faculty at Community Colleges**

Hear from diverse perspectives (administration, faculty, coordinators) about how and why Anoka Ramsey Community College initiated two innovative programs to engage both students and faculty in integrated learning and problem-based inquiry. The presenters will describe how we established undergraduate research, scholarship, and creative activities (URSCA) for students across disciplines. The college also created a program for faculty to be involved in the Scholarship of Teaching and Learning (SoTL), learning communities focused on pedagogical practices that enhance the teaching and student experience. The presenters will provide concrete examples of research and scholarship from both faculty and student perspectives, and describe their annual research and scholarship showcases (OSCARS) to recognize student and faculty work. In this session, participants will learn about and discuss applications of these models and strategies for their home institutions specific with the common goal of increased student learning.

**Monica Janzen**, Assistant Professor, **Kristen Genet**, Professor, **Catherine Ford**, Scholarship of Teaching and Learning Program Director, and **Diedra Peaslee**, Vice President of Academic and Student Affairs—all of Anoka Ramsey Community College

## THEME IV: EQUITY

**Approaching General Education Using an Equity Lens: Core Values and Practices of the Metro College Success Program**

This session will provide a framework to talk about an equity approach to General Education curriculum and its assessment by using the Metro College Success Program as a case study. Presenters will explore the core values of Metro and how those values translate into action in every element of the general education program—from enrollment, to relevant, integrated justice-based curriculum, to students' transition from general education to their majors. Presenters will focus on how faculty and staff are engaging with student support and the curriculum. They will also explore how they integrate Metro with other general education classes and work together to analyze student work to improve teaching and learning. Participants will engage in a deep, thoughtful discussion about equity and adapt principles from this workshop to their own institutional contexts. Participants will also explore successes and challenges of implementing these core equity values within an institutional context and articulate a plan for moving forward with these frameworks to promote student success across their own institutions.

**Savita Malik**, Director of Curriculum and Faculty Development, **Mary Beth Love**, Executive Director of Metro College Success Program, **Rama Kased**, Director of Student Services, and **Sophia Simon-Ortiz**, Director of Communications—all of San Francisco State University

## THEME IV: EQUITY

**Kickin' It Up a Notch—Enacting Equity in Peer-Led Courses Connected to General Education Courses**

This workshop will provide detailed instructions and materials for educators on how to institutionalize culturally responsive pedagogy (CRP) in a peer-led program to increase student success in attached general education courses and pave the way to inclusivity and equity among students. The way many students learn is rarely addressed through a historical-cultural lens in postsecondary settings (Ball and Lauder 2005). CRP includes a tenet of acknowledging the educational positioning of a group in a society, particularly when the group as a whole experienced significant educational inequities (Ladson-Billings, 2003). CRP in general education and peer-led programs also build upon the principle of equity mindfulness, which includes understanding students' historical-cultural identity and learning styles, so that peer educators can foster continuous equitable and inclusive practices at the university level. Learning how to implement CRP in a peer-led program paves the way to high-impact equity practices to bring about positive outcomes for underserved students in GE while addressing the completion rate. Participants will: 1) identify appropriate equity principles to follow when fostering learning among culturally diverse student groups; 2) describe how to set-up a peer-led training that is attached to a general education course to include cultural responsive pedagogy; and 3) plan how to implement activities that help students maintain their culture identity and group consciousness while navigating the academic culture.

**Tina Jordan**, Assistant Vice President, Strategic Success Initiatives and **MaryAnn Wong**, Program Evaluation Manager—both of California State University-Sacramento

## THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

**Building on Pockets of Success: General Education Reform as a Catalyst for Institutional Change**

This session will provide strategies and methods for developing and implementing a new general education curriculum. Using their own institution as a case study, presenters will discuss how they developed an iterative and inclusive process of curriculum reform that laid the groundwork for broader institutional change. This session will show how general education reform can be tied to the creation of



institutional outcomes, with a particular emphasis on the first-year transition and student success. Participants will gain strategies for engaging faculty, student affairs professionals, and administrators in developing a cohesive general education program and first-year experience that enables students to acquire skills necessary for life as engaged citizens and as professionals.

**Melissa Rhoten**, Professor and Civitas Core Curriculum Director, **Larissa Ferguson**, Provost and Vice-President for Academic Affairs and Professor of History, , and **Emily Heady**, Senior Director of Student Success and Retention—all of Longwood University

THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

#### **Administrivia or Assessment? Making Learning Matter**

Assessment processes should create awareness and help faculty to consider and consolidate learning outcomes as an important part of learning rather than providing content for "administrivia." Through a process focused on 1) reviewing direct evidence of student learning; 2) rubric development workshops that modify AAC&U rubrics related to ethical reasoning, intercultural knowledge, and civic engagement; and 3) a week-long assessment workshop that pulls together undergraduate and graduate students, faculty, and staff, the presenters have found a way to make assessment processes and results matter.

This session will share strategies campus assessment leaders can use to create a seismic shift in the culture of assessment at their universities. Participants will encounter tremors that will shake their thinking about assessment as they learn how to create networks for collective improvement using a set of strategies and tools to develop collaboration across disciplines and to connect faculty to students **Keri Franklin**, Professor of English; Director of Assessment, **Joshua Smith**, Provost Fellow for General Education Transition, **Mark Woolsey**, Student Learning Outcomes Consultant, and **Julia Cottrell**, Assessment Specialist—all of Missouri State University

THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

#### **Intentionality, Integration, and Impact: Scaffolding ELOs and HIPs across a General Education Curriculum**

This session will engage participants with the challenges faced and strategies used when trying to make a general education curriculum more intentional, integrative, and impactful. Using Fitchburg State University as a case study, facilitators will discuss Essential Learning Outcomes (ELOs) assessment and program review processes and the gaps they revealed in the university curriculum's intentionality, integration and impact. Discussion will include using ELOs to craft a more intentional curriculum, scaffolding the curriculum so that students can integrate ELOs across their undergraduate experience, and encouraging high impact practices (HIPs) to expand this integration into real-world experiences such as civic engagement, student-faculty research and study-abroad. Participants will identify how ELOs can be structured, communicated and assessed more intentionally within their curricula, map student progression and integration of ELOs across a curriculum, and define the characteristics of HIPs that can foster more intentional integration of outcomes to create transformative experiences for students.

**Christopher Cratsley**, Professor, **Zac Lee**, Associate Professor, **Jen Berg**, Assistant Professor, and **David Svolba**, Associate Professor—all of Fitchburg State University

THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

#### **Assessment in General Education: Interpretability and Usability**

In this interactive workshop, participants will engage in the process of establishing validity for key general education assessments. As a result, participants will be able to demonstrate an understanding of quality practices that provide usable and interpretable data. Participants will be able to 1) address concerns and criticisms by faculty and administrators regarding the assessment process, 2) lead faculty

in establishing validity at their institution, 3) plan studies that examine the validity of general education assessment, and 4) recognize the role of validation of assessments such as the VALUE rubrics at the local and national level.

**Tammie Cumming**, Higher Education Officer—New York City College of Technology - CUNY; **M. David Miller**, Professor—University of Florida; **Terrel Rhodes**, Vice President, Office of Quality, Curriculum, and Assessment and Executive Director of VALUE—AAC&U

THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

### **Funneling Faculty Dialogue: Promoting Intentionality, Transparency, and Assessment in General Education Re-Design**

Juniata College recently completed a general education redesign with a successful faculty vote. Our process involved 1) the creation of learning outcomes, 2) the formation of a faculty-student design committee, 3) an iterative process including feedback, and 4) a focus on transparency. AAC&U played a major role in the success of the redesign: the committee used the LEAP framework, attended conferences, the HIPs Institute, and the Institute on General Education and Assessment. The presenters will share how they funneled faculty dialogue from big-picture to narrow concerns. Following a similar funnel structure, participants will engage in dialogue around a series of prompts to guide the design process. Participants will create a plan for a successful redesign of general education on their own campus. At the end of this session, participants will be able to describe important steps; identify resources, including AAC&U resources; share lessons learned from redesign at other institutions; and develop a plan for general education redesign at their institution.

**Philip Dunwoody**, Professor and Director of Assessment, **Katharine Johanesen**, Assistant Professor, and **Erik Rasmussen**, Student Representative to General Education Redesign Committee—all of Juniata College

THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

### **Using a Global Competency Assessment Model to Develop Career-Integrated Study Abroad Programming**

This session will present an adaptable global competency assessment model for participants to apply to their own institutions. Drawing on competency-based learning theory, career integration, and ethical constructs, the presenters will explain the effectiveness of their global competency model to 21<sup>st</sup>-century workforce development. The goal of this session is to have participants understand the relevancy of global competency assessment in undergraduate education. Participant learning objectives include: 1) to understand the significance of global competency to students' education and career integration; 2) to learn assessment strategies to evaluate global competency including our mixed-methods model; 3) to learn how to apply global competency assessment findings to program development; and 4) to envision future global competency research projects, study abroad programs, and career integration programs. Best practices learned from ongoing longitudinal four-year global competency assessment project will be shared as will pragmatic assessment strategies emphasizing scalability and staff training.

**Audrey Murrell**, Associate Dean, **Jennifer Petrie**, Post-Doctoral Fellow, and **Bryan Schultz**, Director of International Programs—all of the University of Pittsburgh

THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

### **Coaching as a Mechanism to Improve Campus Assessment Strategies**

What happens when your institution moves from a standardized-testing model of assessment to a

model where general education goals are assessed at the course level and within academic programs via embedded artifact methodologies? How do you engage faculty in the process when they have not been involved before? The University of South Dakota moved from assessing general education via CAAP testing to utilizing embedded assessment in general education courses and program-level assessment of cross-curricular skills. This presentation outlines the high-touch, coaching model used to assist faculty in transitioning to a new assessment process. Participants will work through coaching scenarios to help them improve their assessment efforts. By the end of the session, participants will: recognize that assessment is a time-intensive, team process; develop a roster for their campus assessment teams; begin to develop coaching strategies to facilitate engaged participation; and recognize that a culture of continuous improvement can be achieved.

**Laura Vidler**, Associate Dean and **Lisa Bonneau**, Director of Assessment—both of the University of South Dakota

**11:45 A.M. – 1:30 P.M. LUNCH ON YOUR OWN**

**1:45 P.M. – 2:45 P.M. CONCURRENT SESSIONS**

**INNOVATION/IDEATION SESSION**

*This session includes two separate presentations with time for questions and comments. Each presentation will be 20 minutes followed by 10 minutes of Q&A.*

THEME II: AGENCY AND SELF-DIRECTION

**Assessment Data and a Student Uprising: Planned (and Unplanned) Course Revision**

In fall 2015, Simmons University launched a new general education curriculum, the Simmons PLAN. One component of the curriculum is the Simmons Course Explore – a two credit course students take in the fall of their first year. The course is an “orientation extension” and includes substantive consideration of diversity, equity, and inclusion (DE&I). The first semester of PLAN coincided with student-led protests and organizing that culminated in student leaders presenting the administration with Ten Demands, a list of actions to address the concerns of students of color and create an inclusive campus culture. One of the demands was specific to the DE&I content in the Simmons Course Explore. The facilitators will share the lessons learned when faced with student uprisings in the midst of an assessment cycle in the general education curriculum.

**Catherine Paden**, Associate Provost and Dean of the Undergraduate Program and **Richard Voos**, Associate Provost for Planning, Assessment, and Accreditation—both of Simmons University

THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

**Striving for Authenticity in General Education Assessment: Potential Pitfalls and Promising Adaptations to Existing Assessment Models**

General education program assessment is notoriously error-prone, making the results of such assessment often of limited practical utility. This can lead participants in general education assessment to question how their assessment results can be used to bring about actual change in their institutions. Grounded in the philosophies of John Dewey and Ross Mooney, and using a Generalizability Theory methodology, this session will provide compelling cautions against the many pitfalls that can lead university personnel to unknowingly draw “unwarranted inferences from assessment results” (Hathcoat & Penn, 2012). Participants will explore ways that existing assessment models can be adapted to minimize measurement error, and, therefore, reveal a more authentic picture of what is actually happening in general education programs and courses.

**Joseph Hanks**, Doctoral Student and General Education Analyst—Brigham Young University

**INNOVATION/IDEATION SESSION**

*This session includes two separate presentations with time for questions and comments. Each presentation will be 20 minutes followed by 10 minutes of Q&A.*

## THEME III: INTEGRATIVE LEARNING AND PROBLEM-BASED INQUIRY

**The First-Year Experience for First-Generation College Students and the Imperative of Community Service**

A vital component of the First-Year Experience (FYE) at California State University-East Bay is the Freshmen Day of Service (FDoS), a joint effort between the Center for Community Engagement and the first-year seminar course. This session is rooted in findings regarding the impact of FDoS and how this has shaped program and student learning outcomes. Participants will learn about structures for collaboration across programs, curriculum development, and project implementation; explore the relationship between community service, civic learning, and self-efficacy and what this means for student development, particularly for first-generation college students; and consider how to integrate themes throughout the FYE that lead up to the day of service to maximize impact on students as they are challenged to step out of comfort zones, extend social networks, and broaden perspectives. Discussion will offer participants opportunities to connect, share, and compare programmatic efforts focused on HIPs and first-generation students.

**Mary D'Alleva**, Director, Center for Community Engagement, **Caron Inouye**, Director of General Education, Professor of Biological Sciences, and **Diana Firestone**, Lecturer, General Studies—all of California State University-East Bay

## THEME III: INTEGRATIVE LEARNING AND PROBLEM-BASED INQUIRY

**Community Engagement in a Large Lecture Format Course for First Semester Students: Curriculum and Assessment**

In the Fall of 2015, Columbia College Chicago re-engineered its first-year experience course from a small seminar to a large, lecture format course (75 to 200 students per section). These courses are taught by some of the College's most talented faculty scholars, who introduce incoming students to their disciplines and research and/or professional interests. In addition, community engagement is integrated as part of the student experience. The presenters will share specific examples of the community engagement curriculum from three representative classes: a visual arts class with a focus on art activism; a history class covering the civil rights movement in the 1960s; and an American Sign Language class that focuses on linguistic diversity. Course content and strategies used to effect community engagement will be highlighted. Presenters will also discuss the results of assessment of student community engagement and show how the results inform course revisions.

**Neil Pagano**, Associate Provost for Accreditation and Assessment, **Robin Whatley**, Associate Dean School of Liberal Arts and Sciences, and **Suzanne Blum Malley**, Senior Associate Provost—all of Columbia College Chicago

**INNOVATION/IDEATION SESSION**

*This session includes two separate presentations with time for questions and comments. Each presentation will be 20 minutes followed by 10 minutes of Q&A.*

## THEME I: PROFICIENCY

**A New Approach to Interdisciplinarity in General Education Courses**

Interdisciplinary instruction promotes significant learning experiences and supports development of higher order cognitive skills. However, traditional interdisciplinary approaches like learning communities and team-taught courses have not been particularly effective at our small, public liberal arts institution. In response, we have developed a composite model for our general education curriculum in which two or more courses are taught within their distinct disciplines, but the students

are brought together on a regular basis throughout the term to collaborate on a shared learning experience. This collaborative experience employs deliberative discourse and place-based education to provide students with an opportunity to solve a complex, real-world policy issue. In this session, participants will learn about the development, implementation, and results of a two-semester pilot of this new model. Additionally, participants will discuss the utility and logistics of such a model at their home institutions.

**Heather Tinsley**, Associate Professor, **Andrea Eckelman**, Assistant Professor, and **Erin Chandler**, Assistant Professor—all of University of Montevallo

THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

#### **Assignment-Based Strategies for Assessing Transdisciplinary Learning Outcomes**

Drawing on data from two multi-year assessment strategies, the presenters will discuss the effectiveness of two different models of assessing transdisciplinary learning outcomes. The outcomes of a first assessment strategy—a standardized test of critical thinking (Watson-Glaser II)—and why it proved to be an ineffective assessment model for our learning outcomes will be discussed. The presenters will then describe how they developed a second assessment strategy— adapting criteria from the LEAP Initiative’s VALUE rubrics to build an assignment-based assessment strategy— and identify key aspects of this assessment strategy that have proved effective in assessing evidence-related learning outcomes. Participants will explore strategies for: 1) identifying and creating transdisciplinary assignment-based instruments for assessing learning outcomes, 2) adapting and implementing LEAP’s VALUE rubrics for robust assessment of transdisciplinary, campus-specific learning outcomes, 3) developing and implementing a qualitative assessment strategy to complement the quantitative assessment available through the VALUE rubrics approach.

**Tracy Scott**, Director, Quality Enhancement Plan and Senior Lecturer and **Brandy Simula**, Postdoctoral Faculty Evidence Fellow—both of Emory University

FACILITATED DISCUSSION | THEME I: PROFICIENCY

#### **Re-Envisioning General Education to Prepare Graduates with Essential Employability Qualities**

In this facilitated discussion session, participants will actively explore why and how to re-envision general education to prepare all graduates for employability—the ability to find, create, and sustain work and learning across lengthening working lives and multiple work settings—with the Essential Employability Qualities (EEQs). EEQs are the people skills, problem-solving abilities, and professional strengths that graduates need to thrive in the changing world of work, and they align quite nicely with many existing general education learning outcomes. Participants will consider: 1) how general education can be well positioned to support EEQ development; 2) how to integrate high impact practices into general education design to support learners’ employability development; and 3) how to assure all students graduate with these EEQs to address equity gaps. Additionally, participants will have opportunities to review and consider specific promising practices for achieving EEQs within general education programs.

**Ralph Booth**, President and Founder—The Quality Assurance Commons for Higher & Postsecondary Education

FACILITATED DISCUSSION | THEME I: PROFICIENCY

#### **Connecting Literacy Practices to Integrate Diversity, Inclusion, and Learning**

The current social context underlines the need for institutions of higher education to implement systemic efforts to integrate diversity, inclusion and learning. The facilitators will discuss their experience integrating diversity into general education science courses using a combination of scientific

and information literacy practices to help students construct understanding of scientific knowledge in the context of diverse experiences, opinions, and ideas. The context of general science studies notwithstanding, the conceptual design for this reform is rooted on social development and cognitive growth theories that can be applied broadly to other disciplines and settings. Combining guided individual work and group discussions participants will consider: 1) ways to intentionally connect diversity, inclusion, and student learning excellence, and 2) applicability of the process to their institutional landscape reflecting on existing resources and opportunities.

**Claudia Vergara**, Director for Assessment and Program Evaluation Center for Integrative Studies in General Sciences, **Sara Miller**, Librarian for Interdisciplinary Teaching and Learning Initiatives, **Gabriel Ording**, Director Center for Integrative Studies in General Sciences, and **Andrea Bierema**, Academic Specialist—all of Michigan State University

FACILITATED DISCUSSION | THEME II: AGENCY AND SELF-DIRECTION

### **Enhancing Applied Learning through Critical Reflection: Developing Prompts That Engage Students**

During this facilitated discussion, participants will engage in small-group discussions, assisted by facilitators, about the characteristics of prompts designed for applied learning critical reflection and how they might be used to engage and support students in their applied learning experiences. Additionally, facilitators will share what they learned as a campus about critical reflection and applied learning over the past five years of a Quality Enhancement Plan enactment and how they are using the results to inform our next implementation cycle. Participants will consider, discuss, and develop ideas about guidelines for effective and engaging applied learning critical reflection prompts.

**Jess Boersma**, Associate Dean for Student Success, Policy and Undergraduate Scholarship and Director of Applied Learning, **James DeVita**, Assistant Professor of Higher Education and Associate Director of Applied Learning, **Runa Winters**, Applied Learning Social Research Assistant, and **Lea Bullard**, General Education Assessment Coordinator—all of the University of North Carolina Wilmington

SPONSORED SESSION | THEME II: AGENCY AND SELF-DIRECTION

### **Better Access, Better Outcomes – Leveling the Internship Playing Field**

For many first-generation students who come to college seeking a better life, that better life begins by landing a good job. But there are many unintended barriers along the way. One such barrier is internships. According to employers, when hiring recent graduates, internships have more influence on decisions than does GPA, extracurricular activities, and even a major. But professional experiences like these are inaccessible to many first-generation and low-income students who have other financial and family obligations—a fact that exposes difficult economic realities that contribute to challenges with retention and graduation. How can the playing field be leveled to improve access to good jobs and a better life? Join this session to hear about a new results-driven approach you can add to your portfolio of high impact practices.

**Nathan Gamble**, Vice President of Product—[Greenfig](#)

FACILITATED DISCUSSION | THEME III: INTEGRATIVE LEARNING AND PROBLEM-BASED INQUIRY

### **But I'm Just a Little Guy: Influencing General Education Institutional Change from the Grassroots**

Redesigning general education is difficult at any institution, in part because the task typically falls to a small group of faculty who often encounter diverse philosophies of general education, face challenges in terms of developing a process for redesign, and must navigate logistical challenges related to implementation of a new program. Successful general education redesign requires cultivation of productive campus conversations, involving both faculty and administrators, around why to change and

how to change, and somehow arriving at consensus. This facilitated discussion will draw on knowledge and experiences from faculty members who participated in the successful redesign of the general education program at Central Washington University, a regional comprehensive university. The discussion will focus on challenges in general education reform and implementation, strategies to build collaboration and consensus, and strategies to facilitate campus conversation around general education. Participants will identify barriers to general education reform at their institutions and discuss strategies to avoid potholes.

**Elizabeth Brown**, Associate Professor and Instruction Coordinator, **Amy Claridge**, Associate Professor and Faculty Senate Chair, **Bernadette Jungblut**, Associate Provost, Accreditation, Academic Planning and Assessment, and **Rebecca Pearson**, Associate Professor Health Science—all of Central Washington University

SPONSORED SESSION | THEME III: INTEGRATIVE LEARNING AND PROBLEM-BASED INQUIRY

### **Mobilizing an Outcomes-Based Approach for General Education Using Design Thinking Principles**

After unsuccessful attempts to reform an overly complex and dated general education approach, the University of Tennessee Chattanooga (UTC) turned to design thinking as a creative pathway to mobilize change. In 2017, UTC launched a full-scale design process tackling the challenge of refreshing general education curriculum to fully realize learning outcomes and enhance student engagement and success. In this workshop, facilitators and innovation experts from UTC and Bridge Innovate® will showcase how design thinking methods moved an institution forward leading to real general education reform. Using UTC as a case study, participants will explore a real-world application of the design thinking process, learn new innovation tools, practice using accelerated techniques for building empathy, ideation, and experimentation through interactive exercises, and walk away with a framework for how to mobilize change and achieve general education transformation in their own institutions.

**Eva Lewis**, Assistant Provost and Executive Director, University of Tennessee at Chattanooga; **Jenny Whitener**, CEO and **Collin Young**, Client Services Director—both of [Bridge Innovate®](#)

FACILITATED DISCUSSION | THEME IV: EQUITY

### **Integrated General Education and the Community College: Are We Thinking about This Right?**

This session asks if an integrated general education approach is practical for the community college missions of open access. Serving many different student types for many different outcomes, community colleges particularly struggle with ensuring equity across curriculum given these issues. Participants will consider the challenges of open access missions when developing an integrated general education curriculum and will develop strategies for addressing faculty and student engagement, curricular and/or program design, and practical promotion of general education learning outcomes in community colleges.

**Nina McCune**, Associate Professor—Baton Rouge Community College

FACILITATED DISCUSSION | THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

### **Back to the Drawing Board: Revising a General Education Program through Assessment**

This session will offer methods and strategies to construct or revise general education programs based on student assessment data. Using local, institutional challenges as examples, facilitators will move between identifying shared problems and determining possible solutions. Finally, the facilitators will highlight the benefits of using hybrid models as plans for general education assessment. These models not only consider participants' unique institutions but also employ highly successful, well-vetted strategies from experts. Participants will identify individual as well as common challenges to general



education assessment; imagine an intentional, integrated, and organic general education assessment plan; and identify connections between assessment data and revisions to general education programs. **Abdou Ndoye**, Assistant Vice Provost for Assessment, **Jennifer Cellio**, Associate Professor and Director, Writing Instruction Program, **Bethany Bowling**, Associate Dean, College of Arts & Sciences, and **Burke Miller**, Chair, History and Geography and Associate Professor—all of Northern Kentucky University

### 3:00 P.M. – 4:15 P.M. CONCURRENT WORKSHOPS

#### THEME I: PROFICIENCY

##### **Designing a General Education Curriculum for the 21<sup>st</sup>-Century: Succeeding at Process and Product**

After a challenging five-year process which included the faculty voting down a curriculum proposal, the presenters have begun implementing a completely new, innovative, equitable, and evidence-based general education curriculum. Two features were key to the presenters' eventual success: the development of principles to guide the process of reform and principles to guide curricular design. This session will discuss integrative features of the new curriculum – the scaffolded, developmental learning outcomes that integrate the general education curriculum with the majors and the four experiential engagement requirements related to distinct parts of our institutional mission - and explain how these features are the consequence of these guiding principles. Participants will identify their own institutional challenges in reforming general education reform and will develop their own guiding principles, based on the mission and structure of their institutions, which seek to constrain these specific challenges. **Emily Esch**, Associate Professor, **Barb May**, Academic Dean, **Terry Check**, Dean of Faculty, and **Kyhl Lyndgaard**, Director of General Education—all of College of St. Benedict and St. John's University

#### THEME I: PROFICIENCY

##### **Pathways to the Majors: Fostering Interdisciplinary Collaboration between Liberal Arts and Sciences and Professional Schools**

Recent national trends have led to questioning of the relevance of the liberal arts and sciences to disciplines in professional schools as well as their overall importance to society as a whole. In response to these pressures, the presenters developed a thematic core curriculum with a first-year experience and set of thematic clusters providing opportunities for an intentional foundation of various majors. This new structure not only allows for the intentional integration of core learning goals with majors, but also provides the opportunity for the development of innovative courses that foster interdisciplinary collaboration and allows students to integrate components of the liberal arts and sciences with their professional education. Participants will learn how to form an interdisciplinary team on their own campuses, strategies for overcoming resistance to change from within disciplines, and strategies for adapting and redesigning liberal arts and sciences courses for relevance to various majors.

**John Lutz**, Director of First Year Experience and Learning Communities—Long Island University Post Campus; **Margaret Boorstein**, Co-Chair, Campus Outcomes Assessment Steering Committee and **Lori Knapp**, Dean, School of Health Professions and Nursing—both of Long Island University; **Student Life Representative** (to be determined)

#### THEME II: AGENCY AND SELF-DIRECTION

##### **General Education in First-Year Experiences: Promoting Agency and Meaning from Day One**

The session will address the innovative changes Utah State University has made to its first-year experience and orientation programs. The presenters will discuss how they are overcoming the challenge of students coming to college with a destructive narrative about general education—that



general education courses are just boxes to check off before getting on to the major and a job. Their program now integrates discussions about the value of general education throughout the student experience from day one to graduation. Students leave the orientation program with a “why” that makes transparent to them the value of the experiences the university requires and are capable of articulating a deeper understanding of general education and the value of the whole degree. This prepares the students to engage, as intentional agents, the curriculum and other learning opportunities. Participants will analyze the narrative shift at Utah State and the data demonstrating the success of their efforts, and will leave understanding how to scaffold discussions of the value of general education across the whole student experience as well as understanding the change processes needed to implement reforms on their campuses.

**Harrison Kleiner**, Assistant Professor and **Matt Sanders**, Associate Professor—both of Utah State University

#### THEME II: AGENCY AND SELF-DIRECTION

##### **Assessing the Liberal Arts: Lessons Learned from Core General Education Programs**

In this session, the presenters will discuss an approach they are calling “responsive assessment design”—the process of developing and tuning assessment programs so they yield consequential evidence for faculty given the unique values, structures, and histories of particular institutions. Using an example from their work on a four-year project to assess core general education programs at three research universities, the session will review how the presenters designed their assessment approach and what they learned from the project, including features that made these general education programs have an impact for students and tips for assessing general education programs that transcend program and institution type. Participants will learn how to tune methods of gathering assessment evidence, analytic techniques, and report formats so that they speak to the values and ways of knowing of the constituencies for whom they are working.

**Charles Blaich**, Director, Center of Inquiry and the Higher Education Data Sharing Consortium and **Kathleen Wise**, Associate Director, Center of Inquiry and the Higher Education Data Sharing Consortium—both of Wabash College

#### THEME II: AGENCY AND SELF-DIRECTION

##### **Pathways of Public Service and Civic Engagement: Framework and Tool**

The Haas Center for Public Service at Stanford University has been working with a wide range of two- and four-year stakeholders since 2013 to develop an innovative holistic framework called the “Pathways of Public Service and Civic Engagement.” The pathways collectively describe a range of possibilities by which students can contribute to the common good: community-engaged learning and research, community organizing and activism, direct service, philanthropy, policy and governance, and social entrepreneurship and corporate social responsibility. Learn about the multi-institution research that was used to create these six pathways as well as a diagnostic tool that helps faculty and staff understand and advise on student predispositions and interests. Participants will: 1) learn about the “Pathways of Public Service and Civic Engagement” framework and tool; 2) consider outcomes and impact of the tool; and 3) discuss how the framework and tool might be used or adapted on their campuses.

**Thomas Schnaubelt**, Executive Director, **Annabel Wong**, Research Associate, and **Joann Wong**, Program and Organizational Effectiveness Director—all of the Haas Center for Public Service at Stanford University; **Gail Robinson**, Education Consultant—Gail Robinson Consulting

## THEME II: AGENCY AND SELF-DIRECTION

**Enhancing Equity and Student Success through Institutional Commitment to an Ethic of Caring**

This session proposes a unifying idea for the best teaching practices and connects that theory to examples of initiatives from diverse colleges. The “high-impact” and other successful pedagogical practices succeed in part because they involve demonstrating care and respect for students as persons. This ethic of caring is evident from transparent assignment design, to personal connections and empathy, to mentorship, and more. Presenters will offer examples from their own institutions and experience that illustrate this philosophical frame — including pedagogies, advising models, co-curricular learning, peer mentoring, and faculty development. Participants will engage in a simulation that helps them develop ideas for how to begin putting these ideas into practice in their own institutions. Discussion will help participants identify plans that combine high reward and high probability of success for different sorts of institutions.

**Bruce Umbaugh**, Professor and Director of Global Citizenship Program—Webster University; **Barika Barboza**, Director of Learning and Program Evaluation—Miami-Dade College; **Ashley Finley**, Senior Advisor to the President and Secretary to the Board—AAC&U

## THEME III: INTEGRATIVE LEARNING AND PROBLEM-BASED INQUIRY

**Inspiring Motivation through Theory-Based Lesson Planning: Applying Malone's Gaming Concepts**

Getting past students’ blank stares to have an engaged classroom discussion can be difficult in any instructional session. This workshop covers Malone’s theory of intrinsically motivating instruction and its application to lesson design aimed at fostering engagement in students for research and debate. Participants are encouraged to bring a lesson plan to the workshop that they have used in the past. After a brief discussion of the theoretical principles underlying the guided debate activity and the connections between Malone’s theories and the success of the activity, participants will apply those theories to their lesson plan with assistance from the facilitators. Attendees will be able to recognize and describe elements of Malone’s theories in the lessons they currently teach; and will re-imagine an existing lesson plan to integrate elements of challenge, fantasy, and curiosity.

**Alan Witt**, Research Instruction Librarian and **Brandon West**, Head of Research Instruction Services—both of SUNY Geneseo

## THEME III: INTEGRATIVE LEARNING AND PROBLEM-BASED INQUIRY

**Engaging Faculty in Unfamiliar Spaces - Implementing a College-to-Career Curriculum**

This session explores a college-to-career program aimed at faculty engagement. It provides insight into a university initiative that coordinates academic departments, instructors, administrators, and program coordinators in the identification of career-readiness competencies in curricular, co-curricular, and extracurricular spaces. Faculty Fellows are selected to identify how those skills most sought after by employers are embedded within coursework and other undergraduate programs that students experience. In this session, participants will: 1) know the career competencies desired by most employers; 2) understand how universities can empower faculty to help students identify and master those career competencies; and 3) learn how AAC&U VALUE Rubrics can be connected to NACE career competencies within the academic curriculum.

**Ryan Maltese**, Project Director/UIA Fellow, **Allison Calhoun-Brown**, Associate Vice President for Student Success, and **Laura Carruth**, Director, Center for Excellence in Teaching and Learning—all of Georgia State University

## THEME III: INTEGRATIVE LEARNING AND PROBLEM-BASED INQUIRY

**Dynamic Assessment of an Integrative General Education Program**

A team of faculty members from across the curriculum at a large research university collaborated to develop a genuinely integrative approach to general education. Engaging more than 100 faculty colleagues, as well as many students and administrators, and drawing on timely relevant literature, the team developed five robust learning outcomes that are connected with state foundations and meaningfully aligned with the AAC&U LEAP outcomes and that invite a 21<sup>st</sup>-century problem-based approach to undergraduate study. Facilitated by a team of faculty fellows from mathematics, rhetoric, history, and biology, the session will highlight an integrative learning approach to general education recently launched at the University of Central Florida. Participants will: engage with several approaches to integrative learning that can inform general education; practice coding hypothetical general education courses through the lens of integrative learning; customize one or more instruments to assess learning outcomes in a general education course; and design faculty development activities to engage colleagues across the campus in creating an integrative general education approach.

**Melody Bowdon**, Associate Dean, **Deborah Weaver**, Associate Lecturer, **Christa Diercksen**, and **Ram Mohapatra**, Professor—all of the University of Central Florida

## THEME IV: EQUITY

**Meaningful Inquiry: Decoding Your Discipline and Drawing on Students' Funds of Knowledge to Develop Information Literacy**

Using the Decoding the Disciplines framework, this session will introduce funds of knowledge as a concept to engage students' identities, lived experiences, and prior knowledge into their coursework to help students develop the modes of critical thinking related to information literacy and creating an inclusive learning environment. In addition, existing research suggests that meaningful assignments facilitate learning for transfer, which is critical for general education courses. Participants will identify bottlenecks related to students' development of information literacy; identify the ways in which they model and provide low-stakes opportunities for students to practice these modes of thinking; and consider ways in which they can engage students' identities, lived experiences, and prior knowledge (i.e. funds of knowledge) into their courses in service of creating an inclusive learning environment.

**Amanda Folk**, Head, Teaching & Learning (University Libraries)—The Ohio State University

## THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

**Implementing a Certification Process for a 21<sup>st</sup>-Century General Education Program: Quelling Tremors and Building New Foundations:**

This session will provide strategies for implementing an integrative learning framework into a general education program that engages faculty as well as holds them accountable for making changes in the classroom. Presenters will discuss Montgomery College's general education course certification process, which asks disciplines to consider how skills from AAC&U's integrative learning VALUE rubric, are woven into their courses, providing students with multiple, explicit opportunities to practice. This certification also includes a signature assignment with required metacognitive reflection as well as a description of how disciplines ensure that every faculty member implements these components. Presenters will share strategies to design and implement integrative learning assignments and the renewed enthusiasm faculty expressed as a result. Participants will discuss the sample strategies used by Montgomery College faculty for individual assignments and overall accountability, including course sites/portfolios, assignment wrappers, reflective surveys, student designed self-reflection guides, real-world application assignments; evaluate which might work for their institutions; and brainstorm additional strategies their

institutions might use.

**Tammy Peery**, Professor, **Sharon Anthony**, Professor and Department Chair, **Samantha Veneruso**, Professor and Department Chair, and **Melissa McCeney**, Professor—all of Montgomery College

THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

### **Hands-On General Education: Building a Rubric and Linking a Key Assignment**

In this workshop, participants will engage in hands-on activities which model an AAC&U-inspired, collaborative and consensus-building approach to rubric construction and signature assignment alignment. This process has been streamlined through multiple improvement cycles, resulting in the creation of nine assessment rubrics for the assessment of general education and institutional learning outcomes, multiple sets of key assignments across multiple disciplines, a facilitator’s guide to rubric development, and rubric primers for faculty. Facilitators will share their lessons learned and will provide participants with a “Facilitator’s Guide” set of resources, so that the process may be duplicated on their own campuses. Participants are encouraged to bring a laptop or other device to work on a shared document during the workshop.

**Caron Inouye**, Director of General Education, Professor of Biological Sciences and **Julie Stein**, Educational Effectiveness Project Manager—both of California State University-East Bay

THEME: V. INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

### **From Competition to Collaboration: Lessons Learned in Building a Shared General Education Identity**

Two-year institutions must often navigate the complexities of competing interests within the institution, external state or accreditation requirements, and unique challenges such as transfer and credit limits. Without a unified vision and shared identity, these competing interests, external requirements, and unique challenges can foster a climate within the institution that impedes instructional excellence and decreases morale. Facilitators will share the story of one community college’s efforts to tackle these challenges and cultivate a shared identity as they navigated revisions to their general education curriculum and assessment process. This workshop will discuss challenges and provide tips, tools, and strategies for utilizing a general education program as a mechanism for building trust, creating a shared identity, building a positive assessment culture, and improving collaboration across departments, within a community college setting. Through this interactive workshop, participants will understand and identify ways in which a general education program can be structured and communicated for the purpose of building a unified identity, and will be able to develop strategies to address challenges at their institution.

**Lauren Hall**, Associate Director of Learning Outcomes Assessment and **Greg Fleisher**, Associate Vice President of Academic Affairs—both of Howard Community College

**4:30 P.M. – 5:30 P.M. CONCURRENT SESSIONS**
**INNOVATION/IDEATION SESSION**

*This session includes two separate presentations with time for questions and comments. Each presentation will be 20 minutes followed by 10 minutes of Q&A.*

THEME II: AGENCY AND SELF-DIRECTION

**Supporting Institutional Student Learning Outcomes (ISLOs): A Student-Centered First-Year Experience Program with Embedded HIPs**

Participants will learn about a community college's general education first-year experience (FYE) program consisting of three one-credit interdisciplinary courses taken within the first 30 credits. All courses include embedded HIPs. Interdisciplinary Studies 101, the core of the program is often linked to core general education courses and includes a signature assignment, thus creating a common experience for all first-year students. Students select their second two credits from approximately fifteen one-credit courses on topics including undergraduate research, service-learning, and short-term travel. Also included are intensive weekend experiences such as poetry festivals, diversity retreats, and career exploration. Each one-credit course supports multiple General Education ISLOs. Participants will 1) see an example of a community college FYE program embedding HIPs in a self-designed three-credit bundle; 2) consider how FYE courses may be linked to general education courses to support ISLOs; 3) discuss student choice in selecting experiential learning opportunities; and 4) identify opportunities at their own institutions for application and implementation.

**Matthew Olson**, Dean of Social Sciences, Interdisciplinary Studies and Online/Evening/Weekend Education and **Philip Sisson**, Provost and Vice President—both of Middlesex Community College

THEME II: AGENCY AND SELF-DIRECTION

**Collegiate Seminar: Building Developmental and Integrative Learning through Signature Assignments**

Collegiate Seminar's signature essay assignment is both a deep dive into course material and can be the fulcrum that lets students examine their education, particularly as an invitation to transfer knowledge between Seminar courses, and between the Seminar courses and the major. Session facilitators will focus on the creation of the signature assignment and its use as a measure of student learning and as the pathway through which students reflect on the integrative relationships between the general education core and the major. Participants will focus on the principles of developmental learning and transfer of knowledge as ways of promoting integration of learning and the development of life-long learners.

**Ellen Rigsby**, Associate Professor and Director of the Collegiate Seminar Program, **José Feito**, Professor, and **Megan Mustain**, Professor and Dean of the Core—all of Saint Mary's College of California

**INNOVATION/IDEATION SESSION**

*This session includes two separate presentations with time for questions and comments. Each presentation will be 20 minutes followed by 10 minutes of Q&A.*

INNOVATION/IDEATION SESSIONS | THEME I: PROFICIENCY

**Skill-Based General Education: Applying the LEAP Initiative to Focus on the Value of Learning**

The Wagner Plan for 21<sup>st</sup>-Century Learning applies AAC&U's Liberal Education and America's Promise (LEAP) Essential Learning Outcomes to general education. This session describes how a group of faculty members, called by the provost, led a major overhaul of general education, focusing on student skill development. The focal skills are intercultural understanding, creativity, critical reading, technological competency, information literacy, oral communication, and quantitative thinking.

Faculty members evaluate how courses build skills and revise courses to provide additional skill development for students. Students are encouraged to see the value of general education, particularly a liberal arts education, through the lens of skill development. Participants will be familiar with LEAP Essential Learning Outcomes and VALUE rubrics and will be encouraged to examine their institution's curriculum and to consider strategies to adopt a skill-based focus. Discussion will focus on communicating the worth of general education to students.

**Nicholas Richardson**, Associate Provost for Academic Affairs and **Amy Eshleman**, Professor—both of Wagner College; **Lily McNair**, President—Tuskegee University

INNOVATION/IDEATION SESSIONS | THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

### **Advancing Faculty Leadership Around Multiple Reform Efforts**

Revising a general education curriculum is hard enough, but what about when it happens alongside other significant reform initiatives? Campus reform efforts rarely come with the luxury to work on one big idea at a time. Managing workload, expectations, and resources across not one, but multiple change initiatives, can be overwhelming. This session will explore how Dominican University of California managed a general education revision, while implementing a distinctive common learning experience, and transitioning the entire curriculum from three to four credits in the span of two years. Discussion will focus on developing clear and transparent structures for reform efforts, engaging multiple layers of faculty leadership, and leveraging scarce resources.

**Mojgan Behmand**, Dean of General Studies and **Gigi Gokcek**, Director of Honors Program—both of Dominican University of California

### **PECHA KUCHA SESSION**

*Each Pecha Kucha (chit chat in Japanese) presentation consists of 20 slides. Each slide runs for 20 seconds and the talk is carefully orchestrated to articulate key elements featured in each slide. Five Pecha Kucha presentations are combined with 25 minutes of discussion time to create the session.*

**MODERATOR: Kate McConnell**, Assistant Vice President for Research and Assessment—AAC&U

THEME II: AGENCY AND SELF-DIRECTION

### **Liberal Learning and the Realization of Our Humanity**

Liberal education can address its challenges by conceiving of education as the enhancement of basic characteristics of human nature. These include a desire for self-direction; a powerful curiosity; a strong impulse toward action; and a quest for achievement. These characteristics can be developed by curricula that emphasize opportunities for students to design and create projects that reflect their interests; articulation and achievement of goals in these projects; and tests of these ideas and actions against the realities of the external world. The development of basic human characteristics can help individuals become both liberally educated and prepared for successful careers. Engagement with the presentation will include discussion of the basic concepts, ideas about putting these into action, and the construction and implementation of courses that help bring the concepts into the curriculum.

**David Burrows**, Professor of Psychology and Director of Inclusive Pedagogy—Lawrence University

THEME IV: EQUITY

### **General Education Assessment Processes and Social Justice**

Making connections between assessment and social justice has been explored from multiple perspectives such as turning students in to social justice agents, assessing faculty effectiveness in designing assignments that keeps social justice and equity in mind, and determining if student outcomes are equitable. This pecha kucha will explore the potential for using assessment data as one of many tools to support institutional efforts to be an agent of social justice.

**Cassandra Jones**, Director of Assessment—Montgomery College

## THEME IV: EQUITY

**My Kingdom for a Course: Guided Pathways and Income Inequality**

Students come to colleges now with a sense of urgency against a backdrop of burgeoning student debt, increasing income inequality, and the need for adaptive skills that match jobs that are rapidly evolving. This presentation will discuss an integrated approach to combat inequities and barriers to student success across multiple fronts. As one of the thirty institutions selected by American Association of Community Colleges for the initial national cohort implementing Guided Pathways, Wallace State has developed comprehensive maps for both curriculum, student services, and support that contribute to thematic unity around the principle of acceleration, particularly for students who are classified underprepared and for those who face financial difficulties.

**Johnny McMoy**, College Dean and **Matthew McCrickard**, Director of Advising—both of Wallace State Community College

## THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

**Closing the Assessment Loop in General Education Programs**

In 2014, University of Central Missouri revised its general education program following the LEAP initiative and developed a program consisting of ten competencies. This talk will share the presenters' experiences implementing, refining, and closing the loop during the implementation of the new program. Participants will learn about establishing a decentralized assessment model based on faculty engagement. Experiences modifying institution-wide competency-based rubrics, developing a course certification process, and creating a faculty led training model to build capacity will be highlighted.

**Nhung Pham**, University Assessment Coordinator and **Doug Koch**, Vice Provost—both of University of Central Missouri

## THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

**Creating Rubrics, Approving Courses, and Assessing a Liberal Arts Core Education**

This session will provide tips, tools, and strategies for revising a liberal arts core education (LACE) curriculum with assessment at the forefront. Using their own institution as a case study, presenters will discuss ways in which the university used their pillars of distinction to build the new core curriculum, develop student learning outcomes, and create assessment rubrics. Participants will consider rubrics as ways to develop ideas for new courses, evaluate the effectiveness of utilizing rubrics to approve courses designated as part LACE, and situate the assessment of LACE in relation to institutional and program learning outcomes.

**Elizabeth Sturgeon**, Associate Professor, **Michele Starkey**, Associate Provost, and **Jen Chotiner**, Professor—all of Mount Saint Mary's University

## FACILITATED DISCUSSION | THEME I: PROFICIENCY

**Limiting Dissent and Bureaucracy, and Enhancing Learning: Big Picture Solutions**

This session is an open conversation concerning how a general education assessment process can be designed to engage disciplinary student work. Strategies will be shared to bring together all campus sectors to create one big picture for the undergraduate experience (e.g., curriculum and instruction, data on student learning, and assessment practices) that can lead to curricular enhancement.

Misconceptions of bureaucratic processes that hinder assessment practice will be addressed. Session participants will be able to identify specific strategies that can be implemented at their institution and recognize solutions for the issues of teaching, learning, and assessment.

**Frederick Burrack**, Director of the Office of Assessment—Kansas State University; **Ryan Chung**, Director of University Assessment and Testing—Oklahoma State University

FACILITATED DISCUSSION | THEME: III. INTEGRATIVE LEARNING AND PROBLEM-BASED INQUIRY

### **Embedding Visual Literacy Goals in an Integrative General Education**

What do present and future generations of students need to learn in order to be visually literate? Why is this learning more urgent now than ever? How do visual literacy goals relate to curriculum design that is genuinely inclusive, and how should they interconnect with other general education goals in four-year liberal arts institutions? Table-based activities and discussions will be led by two members of the future professoriate and two senior faculty with years of administrative and teaching experience. Working in small groups, participants will consider questions related to embedding visual literacy goals in an integrative general education design. Participants will brainstorm and learn about ways of understanding visual literacy as essential to creating equity, communicating effectively across identity differences, and solving complex real-world problems; and will leave with frameworks for integrating visual literacy with other literacies in the curriculum, and with goals and rubrics for visual communication.

**Sarah Goodwin**, Professor and **Jeffrey Segrave**, Professor—both of Skidmore College; **Hannah Goodwin**, Assistant Professor—Mount Holyoke College; **Hannah Segrave**, Doctoral Candidate—University of Delaware

FACILITATED DISCUSSION | THEME III: INTEGRATIVE LEARNING AND PROBLEM-BASED INQUIRY

### **Seismic Shifts in Approaches to Quantitative Reasoning**

Faculty teams from multiple disciplines developed new quantitative reasoning (QR) courses designed to integrate curriculum from these disciplines, thereby increasing student engagement with required QR learning. These faculty will provide information about three such courses: 1) The Art(s) of Quantitative Reasoning, 2) Quantitative Reasoning in Civic Responsibility, and 3) Statistics for Social Justice.

Participants will acquire information about the content, instructional techniques, assignments, and outcomes of the courses and share their own experiences related to QR courses. They will develop strategies for increasing students' competence in and appreciation of QR by integrating mathematics with meaningful subject matter from other fields to create better informed, more engaged community members who achieve greater appreciation in completing QR requirements.

**Susan Shimanoff**, Associate Dean, **Anita Silvers**, Professor, **Kym Morrison**, Assistant Professor, and **Savi Malik**, College Success Director of Curriculum and Faculty Development—all of San Francisco State University

FACILITATED DISCUSSION | THEME III: INTEGRATIVE LEARNING AND PROBLEM-BASED INQUIRY

### **General Education as Site for Interfaith Learning**

The ever-increasing diversity of the United States means that we regularly encounter religious difference in our everyday lives. As such, knowing how to engage across lines of difference in order to work for the common is an important skill in preparing students for responsible global citizenry. One effective method to do this is to integrate interfaith and religious diversity competencies into general education. Presenters will share tactics, challenges, and learnings from the process of integrating interfaith components into their general education programs or core curriculum. Participants will have an opportunity to workshop ways to integrate interfaith elements into general education or core curriculum at their college or University.

**Carolyn Roncolato**, Director of Academic Initiatives—Interfaith Youth Core

FACILITATED DISCUSSION | THEME III: INTEGRATIVE LEARNING AND PROBLEM-BASED INQUIRY

### **Learning from Prototypes: Using Pilots and Iterations to Inform Curricular Reform**

This session will focus on institutional approaches to foster integrative, learning specifically considering the value of prototyping approaches to developing and implementing high-quality educational



interventions. Facilitators will share how their experiences and the results of prototyping approaches have influenced programmatic and curricular reform. Participants will engage in discussions and activities around three central issues inherent to prototyping approaches aimed toward the development and sustained implementation of integrative education designs that advance student learning: an iterative process, stakeholder involvement and robust evaluation and assessment to allow for data driven decision making. At the end of the session participants will have an outline for a targeted process focusing on their institutional context.

**Nicola Imbracsio**, Director for Program Evaluation and Assessment of Student Learning, Center for Integrative Studies in Arts and Humanities, **Justin Bruner**, Academic Specialist, Center for Integrative Studies in Social Science, **Claudia Vergara**, Director for Program Evaluation and Assessment of Student Learning, Center for Integrative Studies in General Science and **Gabriel Ordng**, Director, Center for Integrative Studies in General Science—all of Michigan State University

FACILITATED DISCUSSION | THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

**Reinvent Assignments: To Assess the Process Rather than the Product of Learning in the Large Class**

The Miracle of Thinking is one of the five compulsory courses of General Education at King Mongkut's University of Technology Thonburi (KMUTT). It aims to enhance KMUTT undergraduate students proclivity to think innovatively. For the last six years, each semester 1,200 - 1,500 students enroll in this course and 30-40 faculty members work in the role of a facilitator. The course is rooted in a problem-based learning approach and design process to solve authentic problems and produce results that matter are the essential tools. Participants will be able to construct or break down an appropriate workflow out of the project; explain the relationships between the outcome and the grading in each part of the project or assignment; evaluate student work fairly for a large class size or a class with students with a broad range of backgrounds, previous educational experiences, majors or interests; and be able to score individually among group working.

**Warong Thavara**, Assistant Dean for Student Competency Development and Internationalisation, **Bundit Tipakorn**, Vice President for Educational Development, **Sasitorn Suwannathep**, Dean, School of Liberal Arts, and **Panalert Sirivongse**, Head of General Education—all of King Mongkut's University of Technology Thonburi

WORKSHOP – THEORY TO PRACTICE | THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

**Connecting Faculty Development, Student Learning, and Practice: Building Habits through Intentional Program Design**

Following a shift from a traditional content-centered distribution model to a core curriculum that emphasizes metacognition and modes of inquiry, presenters will describe how they approached implementation holistically and sought to cultivate new ways of thinking in students and faculty alike. This process emphasizes the role of assignment creation (backward design, scaffolding, and learning outcomes) and opportunities for students to learn and practice different modes of inquiry. Participants will learn specific, borrowable strategies for linking course design, faculty development, and assessment and discuss how these strategies and practices can be adapted to their own institutions.

**Cynthia Bair Van Dam**, Faculty Chair, AU Core Committee and **Brad Knight**, Director, AU Core—both of American University

## SATURDAY, FEBRUARY 16, 2019

**8:00 A.M. – 11:00 A.M.                      CONFERENCE REGISTRATION**

**8:00 A.M. – 8:30 A.M.                      BREAKFAST**

**8:30 A.M. – 9:30 A.M.                      CONCURRENT SESSIONS**

### **INNOVATION/IDEATION SESSION**

*This session includes two separate presentations with time for questions and comments. Each presentation will be 20 minutes followed by 10 minutes of Q&A.*

THEME I: PROFICIENCY

#### **Collaborative Curricular Design: Removing Barriers for Student Learning**

This presentation will describe the School of General Education's collaborative curriculum process and how we break barriers down across our schools. This collaborative design approach brings different stakeholders together from across the university to ensure that we are assessing students effectively. The diverse perspectives from program and department leadership, course leaders, faculty subject matter experts, curriculum experts, as well as students, ensures that our students receive the highest quality learning experience. The presenters will also demonstrate how focusing on data within a standardized design approach helps us build outcome-driven curriculum that supports the unique needs of our adult learners. Participants will be able to describe the benefits of designing to the target learning audience, using data to make design decisions, and including multiple perspectives in the curriculum design process.

**Kathy Ingram**, Assistant Dean of Curriculum, **Celine Santiago Bass**, Academic Department Chair, and **Jody DeKorte**, Dean, School of General Education and Open College—all of Purdue University Global

THEME III: INTEGRATIVE LEARNING AND PROBLEM-BASED INQUIRY

#### **Bridge Courses as a Central Component of General Education**

This session will describe the role of introductory level bridge courses as one strategy for intentionally placing integration of perspectives at the core of a general education program. At Husson University, introductory level bridge courses that integrate two or more independent fields of academic inquiry around a common theme are one important mechanism for ensuring purposeful integrative student learning. Strategies for enhancing faculty engagement in bridge course development, examples of bridge courses, and examples of classroom activities in bridge courses will be part of this session. Participants will identify and develop strategies for designing introductory level bridge courses focused on integration of different perspectives.

**David Prescott**, Assistant Professor and **Therese Anderson**, Assistant Professor—both of Husson University

FACILITATED DISCUSSION | THEME I: PROFICIENCY

#### **Winds of Change: The Impact of 20th Century Structures and Systems on 21<sup>st</sup>-Century General Education**

The public perception of higher education is changing and general education is at the forefront. How do faculty and administrators manage both large-scale trends/practices and internal/external pressures that directly impact the capacity to deliver a 21<sup>st</sup>-century general education experience? Session facilitators from the Association for General and Liberal Studies (AGLS) will utilize pre-conference survey data to lead small-group discussions on some of today's most pressing general education topics. Topics

will include: 1) equity and inclusion imperatives; 2) faculty and administrative leadership; 3) external dynamics; and 4) assessment structures (e.g. who is responsible, closing-the-loop, mode(s) of assessment, balancing best practices with realistic expectations). Participants will develop concrete actions and proposals that can be applied on their home campuses.

**Margaret Mulrooney**, Associate Vice Provost, University Programs—James Madison University; **Edward Klonoski**, Associate Vice Provost, Undergraduate Student Affairs—Northern Illinois University; **Rebecca Kohn**, Dean of the College of Arts and Sciences—Arcadia University; **Barika Barboza**, Director, Learning and Program Evaluation—Miami-Dade College

FACILITATED DISCUSSIONS | THEME IV: EQUITY

### **Everyone Counts: Reforming General Education Mathematics for Student Success**

The realities of 21<sup>st</sup>-century life and career are that colleges and universities must do a better job of teaching and learning mathematics. While there is almost universal agreement that mathematical reasoning, problem-solving and quantitative literacy are essential elements of every well-educated college graduate, it is a disturbing reality that introductory mathematics courses are the greatest curricular stumbling block to college completion. This interactive session engages participants in a discussion of how to overcome the disciplinary, institutional, and regulatory challenges that far too often stand in the way of undergraduate general education reform in mathematics. Session attendees will participate in case study exercises to learn the key elements of this innovative model.

**Nancy Shapiro**, Associate Vice Chancellor, **Dewayne Morgan**, P-20 Program Director and Evaluator, and **Stephanie Hall**, Graduate Assistant and Doctoral Candidate—all of the University System of Maryland

FACILITATED DISCUSSIONS | THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

### **Honest Assessment of Underprepared Students: Guiding the Ethically Perplexed to a Practical Paradigm**

"...[T]each a man to fish and you feed him for a lifetime." Maimonides' axiom is a stepping-off point to talk about ways to build a 21<sup>st</sup>-century framework for general education focusing on realistic objectives and valid assessment. Participants will address some "uncomfortable" questions oriented toward a paradigm shift to developing praxis-oriented assignments for use in general education courses, creating ways to scaffold these as foundation for upper-division curricula, and providing measures for accurate, transparent assessment. Participants will consider challenges facing the underprepared or underqualified student in developing concrete strategies to: 1) determine realistic and attainable, yet valid, student learning objectives for underprepared students; 2) design a general education course that provides a foundation not only for higher-level college courses but, ideally, for immediate application in the student's school- or work-life; and 3) link objectives and assignments to honest assessment of learning outcomes, thus genuinely meeting mandated retention and completion projections.

**Leslie Reynard**, Professor—Washburn University; **Audrey Allison**, Associate Professor—Kennesaw State University; **Brad Mello**, Chair and Associate Professor—St. Xavier University

WORKSHOP – THEORY TO PRACTICE | THEME I: PROFICIENCY

### **Interdisciplinary Humanities Learning at the University of Dayton**

This workshop will provide an overview of University of Dayton's Humanities Commons program—the Core Program and First-Year Arts Immersion experience that comprise it—and help participants to think about developing similar programs at their own institutions. The University of Dayton Core Program was founded in the 1980s and offers students a two and one-half year interdisciplinary curriculum including a learning-living community while allowing fulfillment of many requirements. Most innovative is the

first-year, two-semester course sequence about the West and the World from the origins of civilization to the present. Team-taught by eight faculty from English, history, philosophy, and religious studies, the course embodies the entire Humanities Commons. Participants will be able to: 1) recognize the benefits of a truly interdisciplinary pedagogical approach to general education components; 2) identify the integrative and harmonious relationship between curricular and co-curricular elements of a highly successful high-impact program; and 3) take first steps at tailoring a core or first-year learning immersion experience in connection with their own university's general education learning outcomes. **Phyllis Bergiel**, Lecturer, Coordinator for Academic Initiatives for the College of Arts and Sciences, **Aili Bresnahan**, Assistant Professor and Humanities Commons Coordinator, **Marissa McCray**, Core and Humanities Visibility Coordinator, and **William Trollinger**, Professor and Core Program Director—all of the University of Dayton

WORKSHOPS – THEORY TO PRACTICE | THEME II: AGENCY AND SELF-DIRECTION

### **Presence of Mind: Modeling Integrated, Whole Student Support**

Today's students have more pressure to credential, are over-extended with enrichment activities and jobs, report elevated anxiety and other mental-health challenges, and are, in Dr. Rhonda Magee's phrase, "radically distracted" – by technology, social media, and an increasingly volatile political/civic climate. Responding to the need for integrated student support, the Norlin Scholars Program at the University of Colorado Boulder has developed a comprehensive, inquiry-based learning, teaching, and mentoring model that shows that even small interventions can make a difference in students' lives. Interventions/practices include mindfulness, silence, play, technology fasts, self-reflection, mentorship, and more. Join us to hear about our programming and pedagogy, participate in and take with you a range of practices, and talk with others about providing whole-student support at your institution with supportive collaborators.

**Jim Walker**, Norlin Teaching Faculty and **Joan Gabriele**, Academic Programs Director—both of the University of Colorado, Boulder

WORKSHOPS – THEORY TO PRACTICE | THEME IV: EQUITY

### **The Alaska Native General Education Initiative at the University of Alaska Anchorage**

In Fall 2018, incoming students at the University of Alaska Anchorage (UAA) will take an Alaska Native themed (AKNT) course as part of their 34-credit general education program. The culmination of decades of advocacy and hard political work, the AKNT initiative directly addresses the UAA mission and establishes a curricular identity for Alaska's diverse native peoples. Using the UAA multi-campus experience as a case study, the presenters will discuss how developing shared high-level student learning outcomes allowed UAA to break from a course-compliance model and to move toward an outcomes-driven collaborative process that allows students to meet the AKNT initiative in the majors and programs as well as in multiple general education categories. Participants will identify an equity-focused curricular area, draft initial high-level SLOs, and identify a slate of "close enough" courses. The session will close by identifying tips, tools, and strategies for initiating an equity-based discussion of how –paradoxically– general education advances institutional distinctiveness and student identity.

**Dan Kline**, Director of General Education, **Maria Williams**, Associate Professor, and **Beth Leonard**, Director of Alaska Native Studies—all of the University of Alaska Anchorage

9:45 A.M. – 10:45 A.M.

## CONCURRENT SESSIONS

**INNOVATION/IDEATION SESSION**

*This session includes two separate presentations with time for questions and comments. Each presentation will be 20 minutes followed by 10 minutes of Q&A.*

## THEME II: AGENCY AND SELF-DIRECTION

**Developing Researcher Agency through Engagement in Co-Curricular Assessment**

Student engagement with research is a well-documented high-impact practice (HIP). This session will provide a review of the implementation and institutionalization of a program in student affairs through which undergraduate students are trained in research and assessment methodology and co-construct assessment frameworks for pursuing projects researching the student experience. Participants will explore principles of participatory research methods and learner agency as they review the steps for implementation of an undergraduate research collaboration developed in partnership with Student Affairs to explore aspects of the student experience.

**Kristen McKinney**, Director, Student Affairs Information and Research Office and **Jorge Alcaraz**, Graduate Student Researcher—both of the University of California-Los Angeles

## THEME II: AGENCY AND SELF-DIRECTION

**An Uncommon Approach: Reimagining the Common General Education Curriculum**

Goucher has recently introduced a new general education curriculum, the Goucher Commons, that emphasizes interdisciplinary, problem-based approaches that encourage student agency and collaborative learning. These courses shift away from a strictly disciplinary-based transmission of information toward a skills-based inquiry model, allowing students the agency to pursue questions of personal value. Unlike traditional distribution requirements, the Commons reimagines “breadth” by introducing students to contemporary issues in courses outside of the disciplines which do not count toward a major. Lessons learned from a preliminary analysis of data from two semesters of implementation will be shared and discussed. Based on preliminary survey data as well as qualitative analysis of student work with VALUES rubrics, participants will deduce the impact of the Goucher Commons and extrapolate whether elements of this curricular approach might work on their campus.

**Janet Shope**, Associate Provost for Faculty Affairs and **Robin Cresiski**, Director, Center for the Advancement of Scholarship and Teaching—both of Goucher College

## FACILITATED DISCUSSION | THEME I: PROFICIENCY

**Career Services and the General Education e-Portfolio: Helping Students Build their Brand**

By establishing university-wide learning goals relevant to all of our majors as well as to the co-curricular options on campus, Thomas Jefferson University set the stage for a strategic partnership between general education and career services. Our e-portfolio process fosters integrative learning and meta-cognition as students reflect not only on work from their majors and the core curriculum, but also on the non-classroom learning that occurs in experiences such as internships, study abroad, or leadership in student organizations. Participants will review an eportfolio-based approach to fulfilling university-wide learning goals, identify how the mission of career services can overlap with general education, and consider curricular frameworks that help students curate the contents of their e-portfolios to summarize their skill sets and to articulate personal narratives that define their “brands” as they enter the job market.

**Tom Schrand**, Associate Dean of General Education, **Valerie Hanson**, Program Director, Hallmarks Core Curriculum, **Tracy DePedro**, Director of Career Services, and **Patrick Ryan**, Associate Director of Career Education—all of Thomas Jefferson University

## FACILITATED DISCUSSION | THEME I: PROFICIENCY

**Assessing Diversity Learning: Programmatic Experiences that Reflect Instructional Outcomes**

This session will explore how diversity learning in general education can be embedded in disciplinary contexts. Participants will discuss how discipline-based learning outcomes, assessment tasks, and measurement tools enable a general education assessment process that is authentic to student understandings and attitudes. Examples of learning outcomes and associated measures integrated in programs and across students' educational experience at a large research university will guide discussion. Participants will be able to: 1) define learning in diversity; 2) experience how to help programs and units focus learning outcome and aligned assessments; and 3) explore a variety of sources that can expose student learning.

**Frederick Burrack**, Director of the Office of Assessment and **Chris Urban**, Assistant Director of Assessment—both of Kansas State University

## FACILITATED DISCUSSION | THEME III: INTEGRATIVE LEARNING AND PROBLEM-BASED INQUIRY

**General Education and the Interoperability Puzzle**

The online general education program of Southern New Hampshire University recently implemented a prescribed program tailored to today's adult learner. This session will both showcase the university's successes and lessons learned while also laying the groundwork for developing a general education competency framework built for the adult learner of tomorrow. Attendees can expect to learn how the AAC&U VALUE rubrics can be used to inform an online and workforce-relevant general education framework and the value of incorporating a multi-unit development process that interweaves the relevant design principles toward creating an authentic learner experience.

**Priscilla Hobbs**, Associate Dean, **Tara Stabile**, Assessment Team Lead, **Christine Parr**, Vice President of Curriculum and Assessment—all of Southern New Hampshire University

## FACILITATED DISCUSSION | THEME IV: EQUITY

**Striving for Inclusive Excellence in a General Education Program: Examining Racial and Ethnic Disparities in Student Learning**

Grand Valley State University analyzed assessment data and found clear disparities in learning by race and/or ethnicity for most of the outcomes in our general education program. Our goal is to help participants consider what their institutions can do to address such disparities within their own programs. The presenters will offer three different perspectives on the disparities our data reveal and share strategies for addressing these disparities. The presentation will describe strategies for cultivating more inclusive classrooms with the goal of ensuring higher levels of achievement of the learning outcomes for all students, a data-driven approach to exploring potential causal factors to the discrepancies, and several initiatives focused on improving student success in areas where disparity is the greatest. Participants will learn why assessment data should be disaggregated by student demographics, how to explore causal factors in racial and/or ethnic differences in assessment data, and techniques to eliminate the disparity in student learning

**C. Griffin**, Director, General Education Program, **Wendy Burns-Ardolino**, Professor, and **Ellen Schendel**, Assistant Vice President for Academic Affairs—all of Grand Valley State University

## WORKSHOP – THEORY TO PRACTICE | THEME II: AGENCY AND SELF-DIRECTION

**Developing Agency and Promoting Equity and Integrative Learning across the Core Curriculum**

This session showcases two first-year core general education courses from Gonzaga University's recently revised curriculum, the First-Year Seminar (FYS) and Communication and Speech. As the cornerstone of

Gonzaga’s Jesuit, humanistic education, the core promotes life-long learning, critical and creative thinking, and discernment in pursuit of the common good. Both the FYS and Communication and Speech support the first-year core theme and question: “Understanding and creating: How do we pursue knowledge and cultivate understanding?” The FYS, a new core course, promotes student agency and supports the transition to university intellectual life. Communication and Speech has been substantially redesigned from a skills-based approach with prescriptive speech techniques to a critical thinking, equity-focused course featuring problem-based assignments. *Participants will be invited to engage in small-group activities (including applied improvisational exercises), will encounter innovative course models and activities, and will be able to apply/adapt ideas and exercises that support equity and student agency.*

**Molly Kretchmar-Hendricks**, University Core Director and Professor of Psychology and **Jonathan Rossing**, Associate Professor and Chair of Communication Studies—both of Gonzaga University

WORKSHOPS – THEORY TO PRACTICE | THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

### **Calibration Meetings as a Key Tool in Developing Authentic Participation in General Education Assessment**

This session describes a university's efforts to develop and implement a new general education program designed from the ground up around a system of shared program goals and learning objectives, crossing once sacred disciplinary boundaries or silos. The key to making this system work effectively are program goal calibration groups. Participants will learn about our model of assessment calibration, consider the various obstacles to cross-disciplinary assessment, and have the opportunity to examine and discuss real-life examples of this calibration process.

**Kirk Moll**, Assistant Professor, **Sherri Bergsten**, Associate Professor, and **Scott Drzyzga**, Professor—all of Shippensburg University of Pennsylvania

**11:00 A.M. – 12:00 P.M.**

**CLOSING PLENARY**

### **Learning Happens Everywhere: Strategies for Assessing Co-Curricular Experiences**

**Amelia Parnell**, Vice President for Research and Policy—NASPA

Higher education institutions are filled with opportunities for students to engage with others outside of the classroom. The personal and professional skills that students acquire in co-curricular environments are often highly-valuable to their academic progression and career preparation. As more institutions recognize the benefit of integrating campus experiences, it will be important for professionals to appropriately identify and measure co-curricular learning. This session will highlight how institutions across the United States are increasing their provision of co-curricular opportunities and refining their approaches for assessing the learning that happens in those spaces. Woven throughout the session will be four effective strategies that support the concept that learning happens everywhere.